

Beyond Recommendations: Strategic Recruitment Models for High-Quality Islamic Education

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Abstract:

This study aims to analyze the management of teacher recruitment and selection to improve the quality of educators in integrated Islamic schools. This research stems from the gap between formal recruitment policies and actual implementation, particularly regarding recommendation-based recruitment practices and teacher placements that do not fully align with academic competencies. The study used a qualitative approach with a descriptive design. Subjects included principals, vice-principals, and teaching staff. Data were collected through observation, interviews, and documentation, then analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results indicate that the recruitment process is implemented through needs analysis, publication of vacancy information, administrative selection, Quran reading tests, and interviews. However, several obstacles remain, such as suboptimal recruitment transparency, incompletely standardized selection procedures, and mismatched teaching placements with expertise. These findings highlight the importance of strengthening transparency, standardizing selection, implementing microteaching, and continuing professional development to produce competent educators aligned with the vision of integrated Islamic education.

Keywords: *Recruitment, Educator Quality, Human Resource Management*

Abstrak:

Penelitian ini bertujuan untuk menganalisis manajemen rekrutmen dan seleksi tenaga pengajar dalam meningkatkan kualitas pendidik pada sekolah Islam terpadu. Penelitian ini berangkat dari adanya kesenjangan antara kebijakan rekrutmen formal dan implementasi aktual, terutama terkait praktik rekrutmen berbasis rekomendasi serta penempatan guru yang belum sepenuhnya sesuai dengan kompetensi akademik. Penelitian menggunakan pendekatan kualitatif dengan desain deskriptif. Subjek penelitian meliputi kepala sekolah, wakil kepala sekolah, dan tenaga pengajar. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa proses rekrutmen dilaksanakan melalui analisis kebutuhan, publikasi informasi lowongan, seleksi administrasi, tes baca Al-Qur'an, dan wawancara. Namun, masih ditemukan beberapa kendala, seperti keterbukaan rekrutmen yang belum optimal, prosedur seleksi yang belum terstandarisasi secara menyeluruh, serta ketidaksesuaian penempatan tenaga pengajar dengan latar belakang keahlian. Temuan ini menunjukkan pentingnya penguatan transparansi, standarisasi seleksi, penerapan microteaching, dan pengembangan profesional berkelanjutan untuk memperoleh tenaga pendidik yang kompeten dan sesuai dengan visi pendidikan Islam terpadu.

Kata Kunci: *Rekrutmen, Kualitas Pendidik, Manajemen Sumber Daya Manusia*

INTRODUCTION

The quality of education has become a major concern for societies worldwide because it directly influences economic competitiveness, social development, and national sustainability (Kokkinopoulou et al., 2026; Trinh, 2023). Educational institutions are increasingly expected to produce graduates who possess strong academic competence, professional skills, ethical values, and adaptability to rapidly changing global demands (Kumar, 2025; Hassan et al., 2025). Achieving these expectations largely depends on the quality of teachers, who remain the most influential factor in student learning, instructional effectiveness, and institutional performance (Qingyan et al., 2023). Consequently, strategic human resource management has become an essential component of educational management because it enables schools to recruit, develop, and retain competent educators aligned with organizational objectives (Mugwaze & Smith, 2024). Previous studies consistently demonstrate that effective human resource management improves teacher performance, organizational effectiveness, and educational quality through systematic recruitment, selection, and professional development (Hoque & Atheef, 2024; Putri et al., 2024). Therefore, strengthening teacher recruitment and selection systems is not merely an institutional priority but also a broader societal necessity for sustainable educational improvement.

Educational institutions continue to encounter significant challenges in recruiting and selecting teachers whose competencies correspond with institutional expectations and evolving educational demands (Hirsh et al., 2024; Shaoan et al., 2025). Although competency-based recruitment has been widely promoted as an effective approach for improving teacher quality, many schools still experience shortages of qualified applicants, unequal teacher distribution, and mismatches between teachers' academic backgrounds and instructional assignments (Fomba et al., 2023; Lim et al., 2023). These problems reduce instructional effectiveness, hinder organizational performance, and ultimately affect student learning outcomes. The situation is even more complex in integrated Islamic schools because recruitment processes must simultaneously evaluate academic qualifications, pedagogical competence, professional commitment, religious understanding, and alignment with Islamic institutional values. Balancing these multiple requirements often limits the availability of suitable candidates and complicates staffing decisions. Consequently, recruitment and selection management has become a strategic issue requiring comprehensive investigation to ensure educational quality and institutional sustainability (Arya, 2025; Rojniruttikul, 2025).

These recruitment challenges remain evident in many integrated Islamic educational institutions, where staffing decisions are frequently influenced by practical organizational considerations rather than comprehensive competency assessments (Entekhabi, 2024; Lee & Mao, 2023). Preliminary observations at Al-Irsyad Integrated Islamic Senior High School in Muaro Jambi indicate that several teachers are assigned to subjects beyond their academic specialization. At the same

time, recruitment frequently relies on recommendations and internal professional networks. Furthermore, the selection process emphasizes interviews and religious competency assessments, whereas academic competency examinations and microteaching are not consistently implemented (Mardhiah et al., 2023; Roisah, 2026). Such practices raise important concerns regarding recruitment transparency, objectivity, and the institution's capacity to identify candidates with appropriate pedagogical competence and subject-matter expertise. Consequently, inconsistencies between formal recruitment principles and their practical implementation may undermine the effectiveness of human resource management and affect the overall quality of teaching staff and educational outcomes (Castro, 2023).

Previous studies consistently acknowledge that recruitment and selection management plays a decisive role in improving teacher professionalism, instructional quality, and institutional effectiveness (Akram et al., 2024). Competency-based recruitment has been reported to strengthen organizational performance by ensuring that educators possess pedagogical, professional, and interpersonal competencies aligned with institutional objectives (Lubi et al., 2026; Sarangi et al., 2025). Other studies emphasize that transparent recruitment procedures, objective selection criteria, and systematic professional assessments contribute to greater teacher commitment, improved instructional performance, and enhanced educational quality (Karoso et al., 2024). Nevertheless, most existing research examines recruitment and selection within general educational institutions without considering the distinctive characteristics of integrated Islamic schools (Ibrahim et al., 2025; Mahsusi et al., 2024). Research has primarily concentrated on procedural aspects, competency frameworks, and human resource policies, while paying limited attention to how recruitment policies are translated into everyday organizational practices (Ceresia, 2025). Consequently, empirical understanding of implementation consistency in Islamic educational settings remains underdeveloped and theoretically fragmented.

Although previous investigations provide valuable insights into teacher recruitment and selection, several important issues remain insufficiently explored (Liu & Li, 2025; Nguyen, 2023). Existing studies rarely examine whether formal recruitment policies are consistently implemented during teacher selection and placement processes, particularly in integrated Islamic schools where professional qualifications must be balanced with religious commitment and institutional values (Koutsoklenis & Papadimitriou, 2024; Rhinesmith et al., 2023). Furthermore, recommendation-based recruitment practices, reliance on internal professional networks, limited implementation of academic competency assessments, and inconsistent use of microteaching have received relatively little scholarly attention despite their potential influence on recruitment quality (Luo & Li, 2025). Likewise, the consequences of assigning teachers outside their academic specialization remain insufficiently discussed in the educational human resource management literature. These unresolved issues indicate a significant research gap, as inconsistencies between recruitment principles and their implementation may weaken organizational effectiveness, undermine teacher professionalism,

and ultimately compromise educational quality and institutional credibility (Mukhtara et al., 2025).

This study addresses these limitations by examining recruitment and selection management in the distinctive context of an integrated Islamic senior high school, emphasizing the relationships among recruitment implementation, competency assessment, teacher placement, and educational quality. Unlike previous studies that primarily describe recruitment procedures or evaluate competency-based policies in isolation (Grevisse, 2026), this research provides an integrated analysis of how recruitment practices are implemented, how institutional values influence staffing decisions, and how these processes affect the quality of teaching personnel. The study also contributes a contextual understanding of recommendation-based recruitment, religious competency assessment, and teacher placement beyond academic specialization as interconnected dimensions of educational human resource management. Accordingly, this research extends the existing literature by providing empirical evidence and a comprehensive framework to strengthen recruitment and selection management in integrated Islamic educational institutions through more transparent, competency-oriented, and accountable practices.

Based on the identified societal challenges, empirical problems, and research gaps, this study investigates recruitment and selection management at Al-Irsyad Integrated Islamic Senior High School in Muaro Jambi and its contribution to teacher quality. The study examines the consistency between recruitment policies and implementation, the effectiveness of competency-based selection procedures, and the alignment between teacher qualifications and instructional assignments. It argues that recruitment systems integrating transparent procedures, comprehensive competency assessments, and institutional Islamic values are more likely to produce competent educators whose expertise aligns with organizational needs. Conversely, inconsistent implementation, recommendation-based staffing, and limited pedagogical assessment may reduce teacher quality and institutional effectiveness. Strengthening evidence-based recruitment management is therefore essential for achieving sustainable educational excellence in integrated Islamic schools.

RESEARCH METHODS

This study employed a qualitative case study design. A qualitative case study was selected because the research sought to develop an in-depth understanding of recruitment and selection management for teaching staff in the real-life organizational context of Al-Irsyad Integrated Islamic Senior High School, Muaro Jambi. This design was considered appropriate because recruitment and selection are complex managerial processes influenced by institutional policies, organizational culture, leadership, and contextual factors that cannot be adequately explained through quantitative measurement. The case study enabled the researcher to investigate how recruitment policies were formulated, implemented, and evaluated, and to explore the experiences and perspectives of individuals directly involved in these processes. By focusing on a single institutional case, the study generated a comprehensive understanding of recruitment practices, teacher placement, and competency-based staffing

decisions, providing contextual insights into educational human resource management within integrated Islamic schools.

The research was conducted at Al-Irsyad Integrated Islamic Senior High School, Muaro Jambi, located on Jalan Poros PT. Asiatik Persada, Bhakti Mulia, Sungai Bahar, Muaro Jambi, Indonesia. This school was purposively selected because it is an integrated Islamic educational institution that combines national curriculum standards with Islamic values in the management of teaching personnel. Preliminary observations indicated several recruitment and selection issues, including recommendation-based recruitment, teacher placement beyond academic specialization, and selection procedures that emphasized interviews and religious competency, while academic competency assessments and microteaching were not consistently implemented. These characteristics make the school an information-rich case for examining recruitment and selection management within Islamic educational institutions. Therefore, the research site was considered appropriate for generating contextual evidence regarding how recruitment and selection practices influence the quality of teaching staff.

Data were collected using semi-structured interviews, non-participant observations, and document analysis. Data collection was conducted on 24 February 2026 at Al-Irsyad Integrated Islamic Senior High School, Muaro Jambi. The participants consisted of six purposively selected informants, including the principal, the vice principal for curriculum affairs, and four teachers. Informants were selected because they possessed direct responsibilities, knowledge, and experience related to teacher recruitment, selection, and placement. Semi-structured interviews were conducted face-to-face, with each interview lasting approximately thirty minutes to explore recruitment policies, selection mechanisms, teacher placement, and challenges encountered during implementation. Non-participant observations were undertaken to examine recruitment-related organizational practices and interactions without direct researcher involvement. Document analysis included recruitment announcements, teacher workforce planning documents, administrative selection records, teacher assignment documents, and institutional regulations. Combining interviews, observations, and documentation enabled methodological triangulation, providing comprehensive evidence and strengthening the credibility of the collected data.

Data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of four interconnected stages: data condensation, data display, conclusion drawing, and verification (Hasanah & Istiqomah, 2023). Data condensation involved selecting, simplifying, coding, categorizing, and focusing the information obtained from interviews, observations, and documentation to align with the research objectives. Following condensation, the data were systematically organized and presented through narrative descriptions, thematic matrices, and conceptual categories to facilitate interpretation and identify relationships among emerging themes. Subsequently, conclusions were drawn by identifying recurring patterns, similarities, differences, and relationships concerning recruitment, selection, and teacher placement practices. Throughout the analytical process, conclusions were

continuously verified by comparing findings across different data sources and collection methods. This iterative analysis enabled the researcher to develop credible interpretations of recruitment and selection management and its contribution to improving the quality of the teaching staff within the institution under study.

RESULTS AND DISCUSSION

Results

Teacher Recruitment Management

Teacher recruitment management at Al-Irsyad Integrated Islamic Senior High School refers to the systematic process the school uses to identify teacher vacancies, establish recruitment criteria, disseminate vacancy information, and attract prospective teachers who meet both professional qualifications and Islamic institutional values. The recruitment process emphasizes not only academic qualifications but also religious competence, technological literacy, and personal integrity. In practice, recruitment is carried out through a combination of formal procedures, such as vacancy announcements, and informal mechanisms, such as recommendations from existing staff and internal professional networks. Consequently, teacher recruitment serves as both an administrative process to meet staffing requirements and a strategic effort to maintain the school's institutional culture and educational vision.

The principal explained that teacher recruitment begins with an analysis of staffing needs, after which vacancy information is disseminated through the foundation's official communication channels. Recruitment is conducted after identifying subjects that require additional teachers, while candidate qualifications are adjusted to meet institutional needs. "We first identify the subjects that require additional teachers. After that, information about vacancies is shared through the foundation's Facebook account and also through our internal network so that suitable candidates can apply." (Principal, Interview, February 24, 2026).

The interview indicates that recruitment planning follows a systematic process beginning with workforce needs analysis before attracting prospective applicants. The use of social media demonstrates an effort to implement transparent recruitment practices. However, the simultaneous use of internal networks suggests that recruitment is not solely dependent on open competition but also leverages existing institutional relationships to expedite staffing decisions.

The principal further emphasized that recruitment extends beyond academic qualifications, incorporating religious and technological competencies as essential criteria. "Academic qualifications are important, but for our school, prospective teachers must also be able to read the Al-Qur'an properly, understand Islamic values, and be able to use technology in the learning process." (Principal, Interview, February 24, 2026).

Recruitment decisions reflected competency requirements combining academic qualifications, religious commitment, and digital literacy to support instructional quality and institutional goals. Observations and documents showed that vacancies were officially announced, yet several teachers learned about opportunities through colleagues, indicating continued reliance on

recommendation-based recruitment. These findings suggest that formal recruitment procedures coexist with informal institutional practices, particularly in periods of urgent staffing needs. Overall, recruitment management integrates workforce planning, competency-based criteria, and official dissemination while simultaneously depending on internal networks. This dual approach improves staffing efficiency but limits transparency, objectivity, and equal opportunities, indicating recruitment standardization remains incomplete despite established policies and procedures.

Table 1. Teacher Recruitment Management Findings

Informant Position	Interview Excerpt	Indicator
Principal	"We first identify the subjects that require additional teachers before announcing vacancies."	Teacher needs analysis
Principal	"Vacancies are announced through Facebook and internal networks."	Recruitment dissemination
Principal	"Applicants must possess academic qualifications, Qur'anic literacy, Islamic values, and technological competence."	Competency-based recruitment
Teacher	"I learned about the vacancy from a colleague already teaching here."	Recommendation-based recruitment

Table 1 demonstrates that the integration of strategic workforce planning and competency-based recruitment criteria characterizes teacher recruitment management. The principal consistently emphasized the importance of identifying staffing needs before initiating recruitment, indicating that recruitment decisions are aligned with institutional planning rather than conducted on an ad hoc basis. Furthermore, recruitment criteria extend beyond academic qualifications by incorporating religious competence and technological capability, reflecting the distinctive educational philosophy of integrated Islamic schools. These findings suggest that recruitment management seeks to ensure alignment between teacher competencies and institutional values.

Teacher Selection Practices

Teacher selection practices at Al-Irsyad Integrated Islamic Senior High School are the systematic procedures used to identify applicants who meet the school's academic, professional, religious, and technological requirements prior to appointment. Operationally, the selection process consists of administrative screening, Al-Qur'an reading assessments, interviews, and computer competency tests. Each stage is intended to evaluate applicants' eligibility, professional commitment, Islamic values, and technological literacy to ensure compatibility with the school's educational vision. Nevertheless, the selection process does not consistently include academic competency examinations or microteaching assessments. Consequently, pedagogical competence is primarily inferred through interviews rather than direct observation of teaching performance. Therefore, teacher selection serves as both an administrative evaluation process and a mechanism for identifying candidates capable of supporting the institution's educational objectives and Islamic character.

The vice principal for curriculum affairs explained that teacher selection follows several sequential stages designed to evaluate applicants before appointment. According to the informant, administrative requirements are verified before candidates undertake Qur'anic reading assessments, interviews, and computer competency tests. "Applicants first complete the administrative screening. Afterwards, they participate in Qur'an reading tests, interviews, and computer competency assessments before recruitment decisions are made." (Vice Principal for Curriculum Affairs, Interview, February 24, 2026).

The interviews indicate that the teacher selection process applies multiple assessment stages, including administrative screening, interviews, religious competency, and technology-related evaluations, reflecting the school's commitment to recruiting educators whose qualifications align with educational standards and its Islamic identity. However, the findings reveal that comprehensive pedagogical assessments, particularly academic competency tests and microteaching, are not consistently implemented because staffing vacancies often require immediate replacement. As explained by the Vice Principal for Curriculum Affairs, interviews and Qur'an reading assessments frequently become the primary selection criteria when recruitment must be completed quickly (Interview, February 24, 2026).

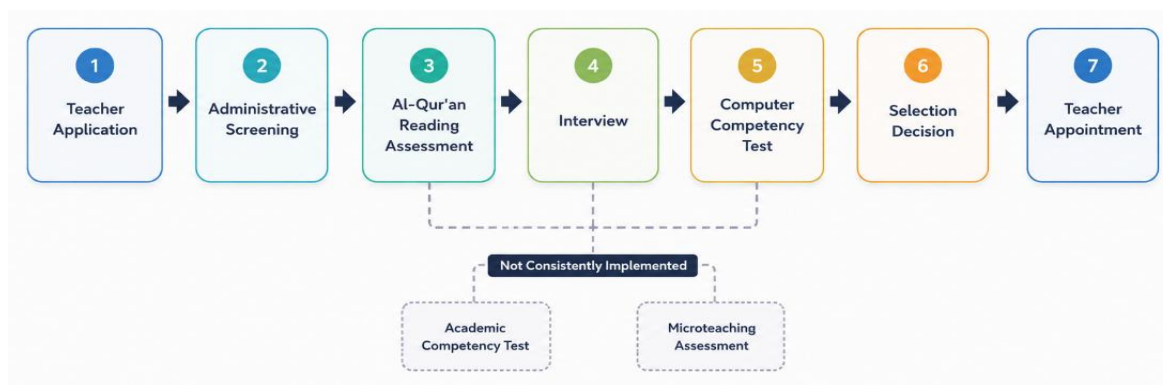


Figure 1. Teacher Selection Process

The selection flow illustrates that teacher selection is conducted through a structured sequence beginning with administrative verification and ending with appointment decisions. Religious competency and interviews represent the primary assessment components, reflecting the institution's commitment to maintaining Islamic educational values alongside administrative qualifications. Computer competency testing further demonstrates the school's expectation that teachers possess sufficient digital literacy to support instructional activities. However, the flow also reveals an important limitation. Academic competency examinations and microteaching assessments are not consistently integrated into the selection sequence. Consequently, direct evidence of applicants' pedagogical competence is unavailable prior to appointment. The researcher interprets that this simplified selection pathway reflects an adaptive institutional strategy for responding to urgent staffing needs, although it simultaneously reduces the comprehensiveness of competency evaluation.

Teacher Placement Alignment

Teacher placement alignment refers to the process of assigning teachers to instructional responsibilities based on the compatibility between their academic qualifications, professional competencies, and institutional staffing needs. At Al-Irsyad Integrated Islamic Senior High School, teacher placement is operationalized after the recruitment and selection process, taking into account teacher availability, educational background, religious competence, and the school's immediate instructional requirements. Although academic qualifications are an important consideration, placement decisions are often adjusted to address teacher shortages and maintain continuity of learning. Consequently, teacher placement reflects a balance between competency-based staffing principles and practical institutional demands. Within this context, placement management serves not only as an administrative mechanism for allocating human resources but also as a strategic effort to ensure that educational activities continue effectively despite the limited availability of specialized teaching personnel.

Table 2. Teacher Placement Alignment

Interview Excerpt	Indicator	Informant
"Several teachers teach subjects outside their academic background because we adjust assignments according to the school's needs and the availability of teachers."	Placement based on institutional needs	Principal
"Sometimes one teacher is responsible for more than one subject because we do not yet have teachers with the required specialization."	Teacher shortage	Vice Principal for Curriculum Affairs
"My educational background is Economics, but I was also assigned to teach Qur'anic recitation after receiving internal guidance."	Placement beyond academic specialization	Teacher

Table 3 demonstrates that teacher placement decisions are predominantly influenced by institutional staffing requirements rather than strict alignment between academic qualifications and teaching assignments. Both school administrators acknowledged that teacher allocation is frequently adjusted according to the availability of human resources and immediate instructional demands. This finding indicates that placement management emphasizes organizational flexibility to ensure continuity of learning activities. From a managerial perspective, such practices represent an adaptive strategy for overcoming staffing shortages while maintaining uninterrupted educational services.

Teacher placement at Al-Irsyad Integrated Islamic Senior High School is primarily determined by institutional staffing needs rather than strict alignment with academic specialization. Interviews, observations, and document analysis revealed that several teachers were assigned subjects beyond their disciplinary backgrounds and adapted through self-directed learning, collegial collaboration, and institutional support. The findings indicate that placement decisions prioritize instructional continuity and organizational flexibility while relying on teachers' adaptability. However, competency mismatch may reduce subject-matter expertise, pedagogical effectiveness, and professional performance because

teaching responsibilities are not always supported by formal academic preparation. Consequently, teacher placement reflects a pragmatic strategy rather than a fully competency-based human resource management system.

Discussion

The findings demonstrate that teacher recruitment and selection management at Al-Irsyad Integrated Islamic Senior High School integrates professional qualifications with Islamic values through administrative screening, Al-Qur'an reading assessments, interviews, and evaluations of technological competence. This finding supports the perspective of educational human resource management, which argues that recruitment should ensure compatibility between organizational goals and employee competencies (Permatasari & Tandiyuk, 2023; Yang & Chang, 2023). It is consistent with competency-based recruitment theory, which emphasizes that institutions should recruit candidates whose qualifications align with organizational expectations (Godspower, 2025; Sukmara, 2026). However, this study extends previous literature by showing that competency requirements in integrated Islamic schools encompass not only pedagogical and professional qualifications but also religious competence and institutional value alignment (Orgianus et al., 2024; Umami & Yasin, 2024).

Although the school has established formal recruitment procedures, the findings reveal inconsistencies between policy and implementation because recommendation-based recruitment remains common (Alhalwachi et al., 2025; Gress & Shin, 2024). This result supports previous studies reporting that educational institutions frequently combine formal recruitment mechanisms with informal professional networks when facing staffing shortages (Burke & Ceo-DiFrancesco, 2022; Coleman-King et al., 2023). However, unlike earlier research that focused primarily on recruitment procedures, this study demonstrates that informal recruitment practices coexist with official policies, thereby reducing recruitment transparency and limiting equal opportunities for external applicants (Baluch et al., 2025; Fletcher & Trautrim, 2024). These findings suggest that the effectiveness of recruitment management depends not merely on documented procedures but on their consistent implementation in accordance with merit-based and transparent human resource management principles.

The study also reveals that teacher selection primarily emphasizes administrative eligibility, religious competence, interviews, and computer literacy, whereas academic competency examinations and microteaching are not consistently implemented (Salman et al., 2026; Sundowo et al., 2026). This finding differs from previous studies that argue that pedagogical competence should be comprehensively evaluated before teacher appointment, as instructional ability directly determines learning effectiveness (Latt & Wei, 2025; Lucksnat et al., 2024). The absence of systematic microteaching suggests that practical staffing considerations often take precedence over competency-based assessment. Consequently, this research highlights a discrepancy between the theoretical ideal of comprehensive teacher selection and actual institutional practice, suggesting that integrated Islamic schools require more balanced assessment procedures combining professional, pedagogical, technological, and religious competencies (Amirudin et al., 2025; Syukron et al., 2026).

Another important finding concerns teacher placement, which is predominantly determined by institutional staffing requirements rather than strict alignment between academic qualifications and teaching responsibilities (Becher, 2022). This finding supports previous studies emphasizing that educational institutions frequently adopt flexible staffing strategies to address teacher shortages. Nevertheless, it differs from competency-based placement theory, which advocates assigning the right person to the right position based on educational background and professional expertise (Aydarova, 2023). The observed mismatch between teacher specialization and instructional assignments demonstrates that organizational adaptability sometimes overrides competency alignment, potentially affecting teacher professionalism, instructional effectiveness, and students' learning experiences (Kim, 2026; Tao & Weng, 2026).

Theoretically, this study contributes to educational human resource management literature by extending competency-based recruitment and placement frameworks into the context of integrated Islamic schools. Existing studies generally discuss recruitment, selection, and placement as separate managerial functions. In contrast, the present findings demonstrate that these processes are closely interconnected and jointly influenced by institutional values, operational constraints, and staffing availability (Aydarova, 2023; Knappert et al., 2023). The research therefore proposes that competency-based human resource management within Islamic educational institutions should integrate professional qualifications, religious competence, pedagogical assessment, and competency-based placement into a coherent management system to strengthen educational quality and organizational effectiveness (Hantoro et al., 2024).

Practically, the findings imply that integrated Islamic schools should strengthen recruitment transparency by minimizing excessive reliance on recommendation-based recruitment, standardizing competency-based selection procedures, and incorporating academic competency tests together with mandatory microteaching assessments (Lubi et al., 2026). Schools should also develop systematic competency mapping to ensure that teacher placement corresponds with academic specialization and instructional responsibilities. Implementing these improvements would enhance fairness, accountability, teacher professionalism, and learning quality while supporting institutional sustainability. Accordingly, this study provides practical evidence to improve recruitment and selection management and offers contextual insights for policymakers and school leaders responsible for human resource management in Islamic educational institutions.

CONCLUSION

This study concludes that recruitment and selection management at Al-Irsyad Integrated Islamic Senior High School reflects an institutional effort to integrate professional competence with Islamic values while simultaneously revealing important implementation challenges. The most significant finding is that effective educational human resource management depends not only on formal recruitment procedures but also on their consistent implementation through transparent recruitment, comprehensive competency assessment, and competency-based teacher placement. This study contributes to the educational

human resource management literature by demonstrating how recommendation-based recruitment, limited pedagogical assessment, and teacher placement beyond academic specialization influence recruitment effectiveness within integrated Islamic schools, thereby extending existing discussions from procedural aspects to implementation quality. Nevertheless, this study is limited by its single-case design and relatively small sample size, which restricts broader generalization. Future research should examine multiple Islamic educational institutions using comparative or mixed-methods approaches to explore how recruitment and selection management influences teacher professionalism, instructional effectiveness, and long-term improvements in educational quality.

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